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ABSTRACT

This handbook is designed to assist local boards of education, postsecondary educational institutions, and local advisory councils (LACs) in establishing LACs on vocational-technical education. (LACs are a mandatory prerequisite for receiving Federal funds in support of local vocational-technical education programs, services, and facilities.) Information contained in Title II--Vocational Education of the Education Amendments of 1976--which relates to establishment and responsibilities of LACs on vocational-technical education, is provided first. Other contents include a list of LAC functions, recommended by-laws, possible council activities, and a chart showing the general relationship between the groups involved and the lines of communication for implementation of the law by LACs. A copy is provided of the cooperative agreement existing between the State Advisory Council on Vocational-Technical Education and the Division of Vocational-Technical Education, Maryland State Department of Education, regarding joint and special technical assistance to LACs not explicitly delineated in the Federal legislation. Guidelines for the use of state vocational education funds are followed by an extract from the Annotated Code addressing the establishment of LACs in Maryland. The handbook concludes with a description of the Maryland organization for implementation of the Job Training Partnership Act and a suggested LAC calendar of activities. (YLB)

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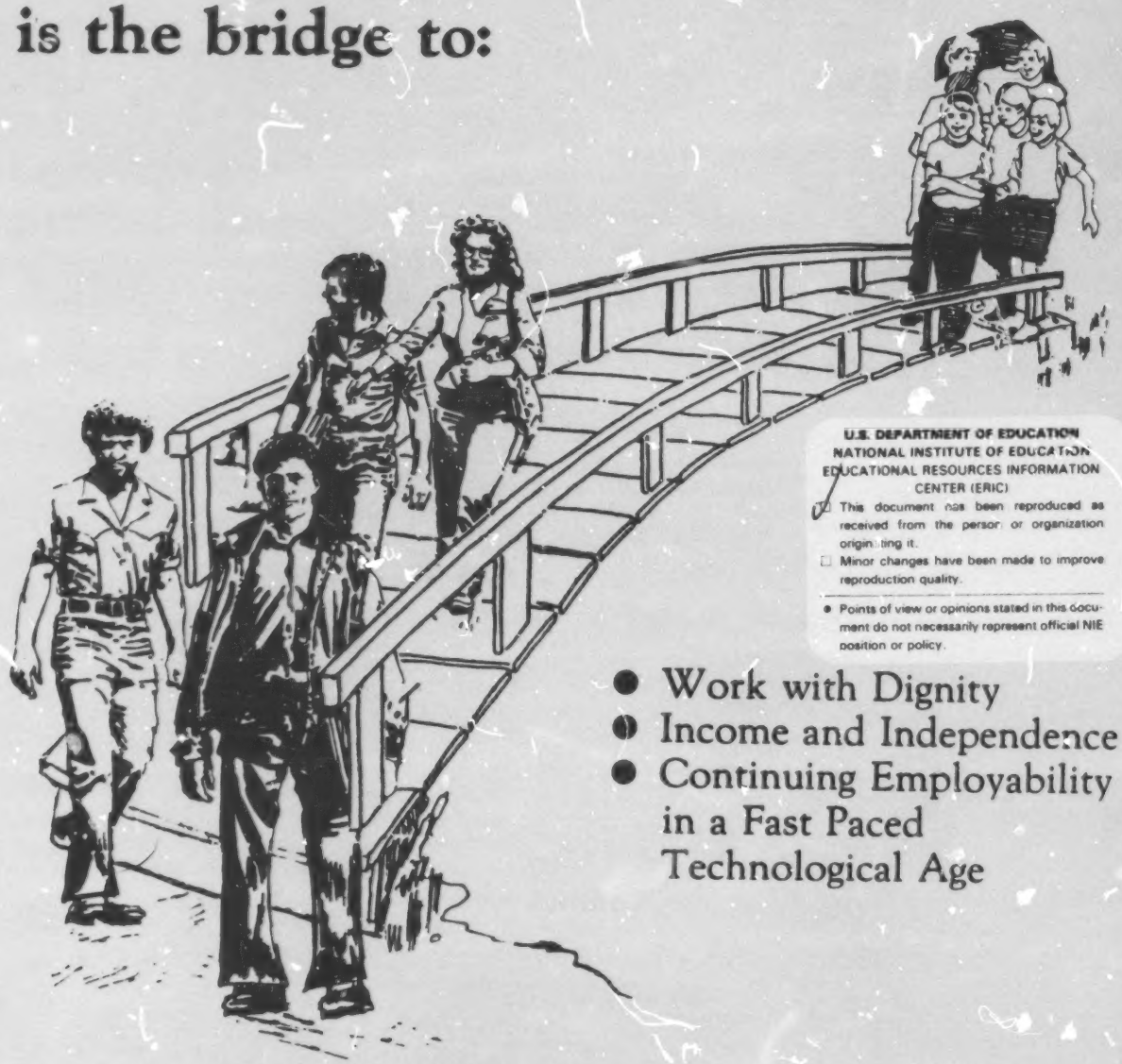

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Guidelines for Local Advisory Councils

Vocational-Technical Education

Guidelines for Local Advisory Councils on Vocational-Technical Education
by the Maryland State Advisory Council on Vocational-Technical Education.

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Revised February 1984

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1983-1984

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Introduction

Effective October 1, 1977, the establishment of local advisory councils on vocational-technical education became a mandatory prerequisite for receiving Federal funds in support of local vocational-technical education programs, services and facilities.

This handbook has been revised by the Maryland State Advisory Council on Vocational-Technical Education to assist local boards of education, postsecondary educational institutions and local advisory councils in satisfying this significant new requirement. Information contained in Title II-Vocational Education of the Education Amendments of 1976, Public Law 94-482, which relates to the establishment and responsibilities of local advisory councils on vocational-technical education has been incorporated in the revision. In addition it includes a summary of the impact of the new law and a chart which shows the general relationship between the groups involved and the lines of communication for implementation of the law by advisory councils. The basic text of the handbook has also been updated. Title 21 of the Education Article reflects the requirements of Public Law 94-482 with respect to the establishment, responsibilities and functions of the State and Local Advisory Councils for Vocational-Technical Education in Maryland. An extract from the Annotated Code which addresses the establishment of Local Advisory Councils in Maryland is printed on page 16 of this handbook.

Title II of the Education Amendments of 1976 also recognizes a need for local school boards, postsecondary educational institutions and local advisory councils to be provided varying degrees of technical assistance in the establishment and operation of local advisory councils. In this regard the act specifies that the State Advisory Council on Vocational-Technical Education is responsible for making available technical assistance requested by local boards, agencies and institutions regarding the establishment and operation of local advisory councils. Therefore, requests for such assistance should be addressed to the State Advisory Council.

Users of these guidelines are advised that a cooperative agreement exists between the State Advisory Council on Vocational-Technical Education and the Division of Vocational-Technical Education, Maryland State Department of Education, regarding joint and special technical assistance to Local Advisory Councils not explicitly delineated in Public Law 94-482.

Impact of the Education Amendments of 1976

Title II — Vocational Education

On October 12, 1976, President Ford signed the Education Amendments of 1976. This new law requires the establishment of active Local Advisory Councils (LAC) on Vocational-Technical Education in each educational subdivision or jurisdiction of a State desiring to receive Federal funds under the law. With regard to the establishment, operation and responsibilities of such councils, the new law requires:

a. The State Board of Education to notify local educational agencies and postsecondary educational institutions of their responsibility to establish LACs;

b. Establishment of LACs by local educational agencies (boards of education) or postsecondary educational institutions (nonprofit institutions). LACs may be established for program areas, schools, communities, or regions, whichever the local educational agency or postsecondary educational institution determines best suit its needs; (In this regard, Title 21 of the Education Article of the Annotated Code of Maryland specifies that a local advisory council shall be established in each county of the State and Baltimore City to advise on vocational-technical education at both the secondary and postsecondary levels.)

c. LACs to be composed of members of the general public, especially representatives of business, industry and labor;

d. The State Advisory Council to provide local educational agencies, postsecondary educational institutions and LACs with any technical assistance requested concerning the establishment and operation of LACs;

e. LACs to provide local educational agencies or postsecondary educational institutions with advice on current job needs and on the relevancy of courses being offered in meeting such needs;

f. The State Board of Education to specify to the U. S. Commissioner of Education that funds will be distributed in accordance with plans developed in consultation with LACs; and

g. The State annual program plan and accountability report to show the results of the participation of local advisory councils.

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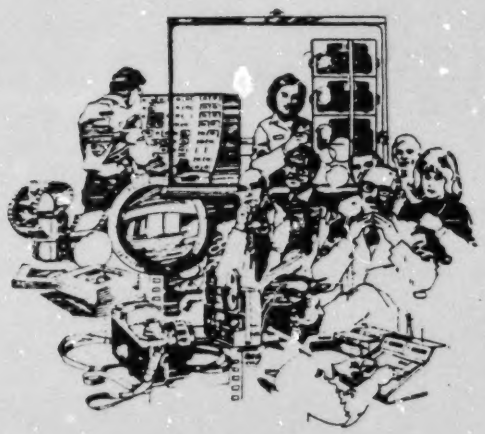
The Function and Role

Of Local Advisory Councils

A local advisory council is a group of concerned and informed citizens, appointed by the local board of education or a postsecondary educational institution to advise and assist school officials in the conduct of vocational and technical education programs.

The council is charged with advising its appointing authority concerning local plans for the distribution of vocational-technical education funds, local vocational-technical education funds, local vocational technical program accountability reports, local job needs and adequacy of vocational-technical programs being offered.

While keeping firmly in mind the council's mandate is to advise, councils also strive to assist the schools in a variety of ways beyond the advisory function. Working cooperatively with educators, council members help build support for good vocational-technical education programs in the community and at the city, county, state and national levels. The functions of the advisory council include the following:



- to serve as a liaison between the community and the school system;
- to advise educators on the direction of vocational education within the local subdivision;
- to identify the efforts of local boards of education, governing boards of the postsecondary educational institutions, business, labor and professions to make vocational education relevant to students' needs, manpower requirements and job opportunities, and advise and assist in the coordination of these efforts,
- to advise the Maryland State Advisory Council on the impact of state and federal policies on local vocational education programs;
- to advise the local board of education and/or postsecondary education institution on the impact of local board policies on local programming;
- to support efforts at the state and national level to obtain appropriate legislation and funding for vocational education
- to be knowledgeable about and supportive of vocational-technical education programs in the community, including programs in comprehensive high schools, vocational high schools, area centers, regional centers, postsecondary institutions, non-profit private, and proprietary schools;
- to evaluate vocational education programs, services, activities; to publish and distribute the results;
- to participate in the development of local and long range plans, including plans for facilities; and
- to assist the local education agency in the development of applications for State vocational education funds.

The local advisory council works closely with school craft committees — groups of occupational specialists formed to advise particular vocational-technical programs — and with the Maryland State Advisory Council on Vocational-Technical Education.

Details of the organization of local advisory councils are spelled out in the following recommended by-laws:

Recommended by-laws

I. NAME

The name of this organization shall be the

_____

(local subdivision)

Advisory Council on Vocational-Technical Education.

II. PURPOSE

The Purpose of the Council shall be to participate in the development of annual program plans and accountability reports and to provide local educational agencies or postsecondary education institutions with advice on current job needs and on the relevancy of courses being offered in meeting such needs.

III. ORGANIZATION

A. **Membership** — Local Advisory Councils shall be composed of members of the general public, especially of representatives of business, industry and labor. Membership should also include students and an appropriate number of men and women who represent and are knowledgeable about the poor and disadvantaged and experiences and problems of sex discrimination and sex stereotyping in job training and employment. See paragraph VI. Each Council shall consist of no fewer than 15 members in counties with more than 7,000 ADA. In counties that do not have postsecondary educational institutions receiving Federal funding support for vocational-technical education programs, the local board of education shall appoint the council. In counties that have postsecondary educational institutions receiving Federal funding support for vocational-technical education programs, the council shall be appointed under mutually acceptable procedures developed by the local board of education and the governing boards of the postsecondary educational institution(s).

The following are suggested as possible non-voting, *ex-officio* members: the superintendent of schools, and the president of the community college, one member of the board of education, one member of the community college board, one member of the local governing body, the dean of occupational education, director or supervisor of occupational education, and a member of proprietary schools.

B. **Term of Office** — appointments shall be for three years. Appointments shall be staggered so that approximately 1/3 of the members' terms expire each year. At the time of initial organization, terms shall be determined by drawing lots among the members.

C. **Officers** — the Council shall have the following officers:

- *Chairperson.*
  Shall preside at meetings, direct external relations, direct legislative activities.
- *Vice-chairperson.*
  Shall preside in the absence of the Chairperson direct Council program planning, chair annual report committee, assist the Chairperson as requested.
- *Secretary.*
  Shall direct the recording of the minutes of the meeting and the transmittal of all reports and recommendations.
- *Craft Committee Coordinator.*
  Shall coordinate the Council's activities with those of craft committees.

D. **Executive Board** — shall consist of the officers plus at least three members of the Council elected at large. Shall be responsible for the administration of the Council and for actions to be taken between Council meetings.

E. **Elections** — officers shall be elected by the members biennially. Members of the executive board shall be elected annually.

IV. MEETINGS

It is recommended that the Council meet monthly. It shall meet not less than six times per year on a calendar determined by the members. Details shall be spelled out in working rules developed by each council.

V. SUPPORT SERVICES

Support services, including meeting space and clerical help, shall be provided by the appointing local board of education or postsecondary educational institution.

VI. PROGRAM AND CRAFT COMMITTEES

It is recommended each vocational-technical program have a special craft advisory committee composed of persons with expertise in that occupational field and students. Sub-committees shall be established to address specific occupational concerns. The membership of each local advisory council shall include representatives of local craft and program committees from all areas conducting vocational-technical education programs including the employment service,

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Recommended by-laws continued

correctional institutions, rehabilitation service, juvenile service, etc.

VII. REPORTING AND DISSEMINATION

It is recommended the highlights of both local advisory council and State Advisory Council meetings (agenda and minutes) be exchanged and distributed to all interested parties.

VIII. WORKING RULES

Each local council shall establish a set of working rules, which can be amended by simple majority vote, to govern operations. Items to be included are: committee structure; meeting arrangements; annual priorities for council work and organizational details.

IX. QUORUM

A simple majority shall constitute a quorum. No official decision shall be made in the absence of a quorum.

X. RULES OF ORDER

Robert's Rules of Order shall be followed.

XI. AMENDMENTS

By-laws may be amended by a 2/3 vote of those present provided the following condition has been met:

A. The proposed amendment shall have been proposed by the Executive Committee and distributed to each council member 60 days prior to the time for voting.

B. The State Advisory Council should be notified in writing of by-law changes.

Possible Council Activities

There are many activities which local advisory councils may become involved in to help strengthen vocational-technical education. Some typical activities in the areas of student recruitment, selection and placement, instructional programs, teacher assistance, student recognition and public relations are included in this section for consideration.

A. STUDENT RECRUITMENT, SELECTION AND PLACEMENT

1. Encourage students and parents to consider vocational-technical education and training through visits to "feeder schools," speeches to civic clubs, career-day meetings, etc.
2. Provide information concerning desirable personal, educational and basic skill qualifications needed by applicants for entry-level jobs so that educators can properly plan student recruitment, education and training programs.
3. Arrange plant or field trip visits for students and counselors.
4. Provide vocational guidance literature to teachers, counselors, students and parents.
5. Assist and participate in surveys of local industry manpower needs.
6. Assist in the development of aptitude, achievement, certification and licensing tests related to employment of graduates.
7. Assist in the placement of students in part-time work during the school year and summer vacations, primarily in cooperative and work study programs.

B. INSTRUCTIONAL PROGRAM

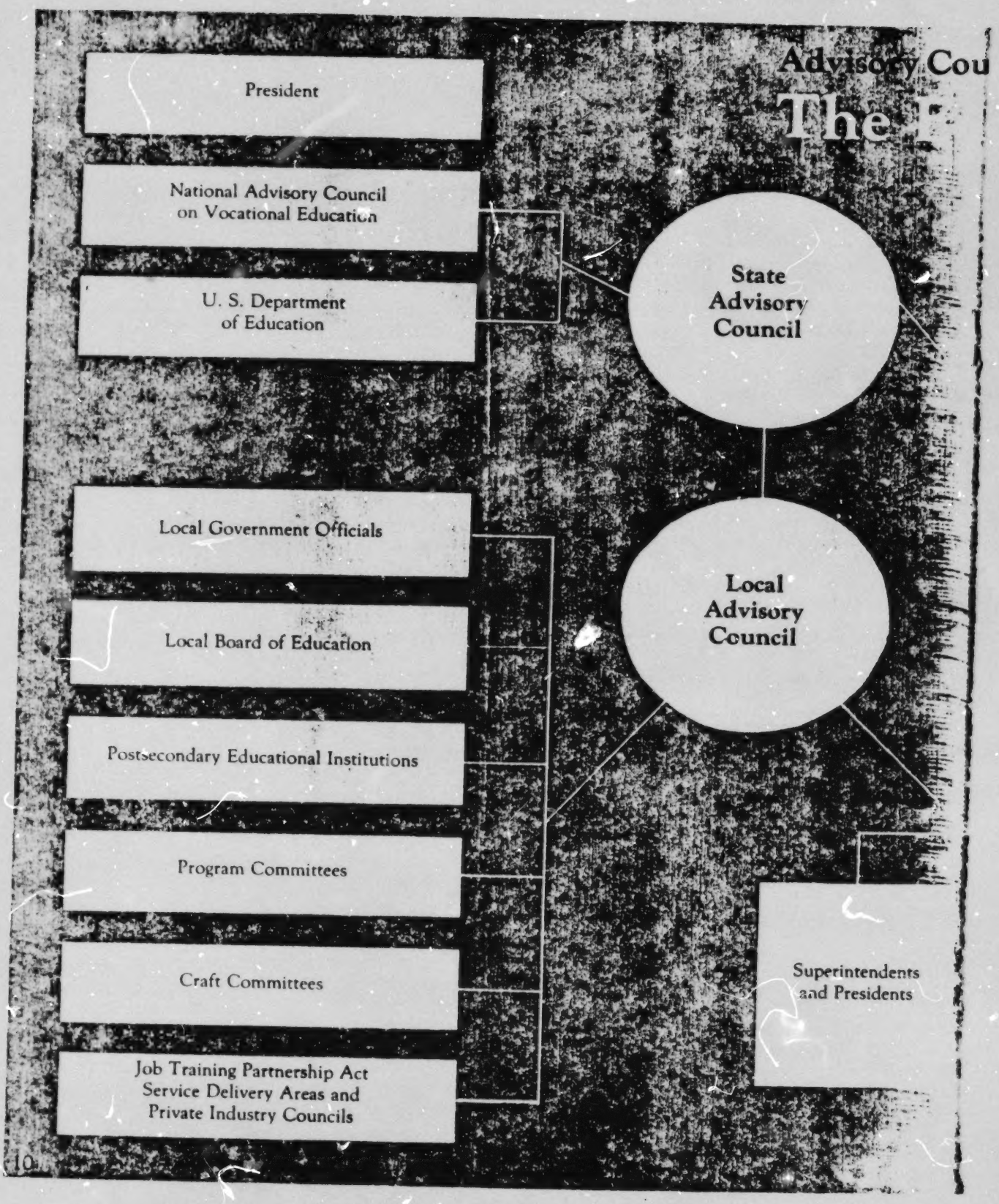
1. Assist in the development of the Five-Year State Plan for Vocational Education and the Annual Program Plan and Accountability Report.
2. Review staff and board of education budgets and advise as to the adequacy thereof.
3. Be knowledgeable about course content to assure its currency in meeting the changing skill and knowledge needs of the industry.
4. Assist in the evaluation of physical conditions and adequacy of equipment.
5. Assist in the procurement of needed school equipment.
6. Assist in the development of school policy concerning production work to be undertaken by students so that this work will be of instructional value in the educational program.
7. Assist in the establishment and maintenance of a career education library of visual aids, magazines and books concerning industry.
8. Be knowledgeable about the educational and training programs conducted with funds made available by the Job Training Partnership Act, Education of Handicapped Act, vocational rehabilitation programs, independent post apprenticeship programs, etc.
9. Assist in the development of an evening school skill improvement program for personnel employed in the school physical plant.
10. Assist in the development of related courses for apprenticeship and on-the-job training.
11. Arrange plant or field trip visits for teachers.
12. Provide sample kits of raw materials, finished products, charts and posters, etc., for exhibit and instructional purposes in classrooms and shops.
13. Be knowledgeable about student fees and charges for courses and programs.

C. TEACHER ASSISTANCE

1. Assist in making arrangements for local teachers to attend regional and national meetings of industry and teacher organizations.
2. Encourage teachers to establish cooperative relationships between the schools and industry.
3. Assist teachers in obtaining summer employment related to their teaching field.
4. Be knowledgeable about teacher qualification requirements.
5. Assist in the establishment of outservice training programs for teachers.
6. Assist in developing a list of substitute or resource instructors from industry to help regular teachers.

D. STUDENT RECOGNITION

1. Provide financial assistance for graduates who wish to continue their education and training.
2. Recognize and honor outstanding students.



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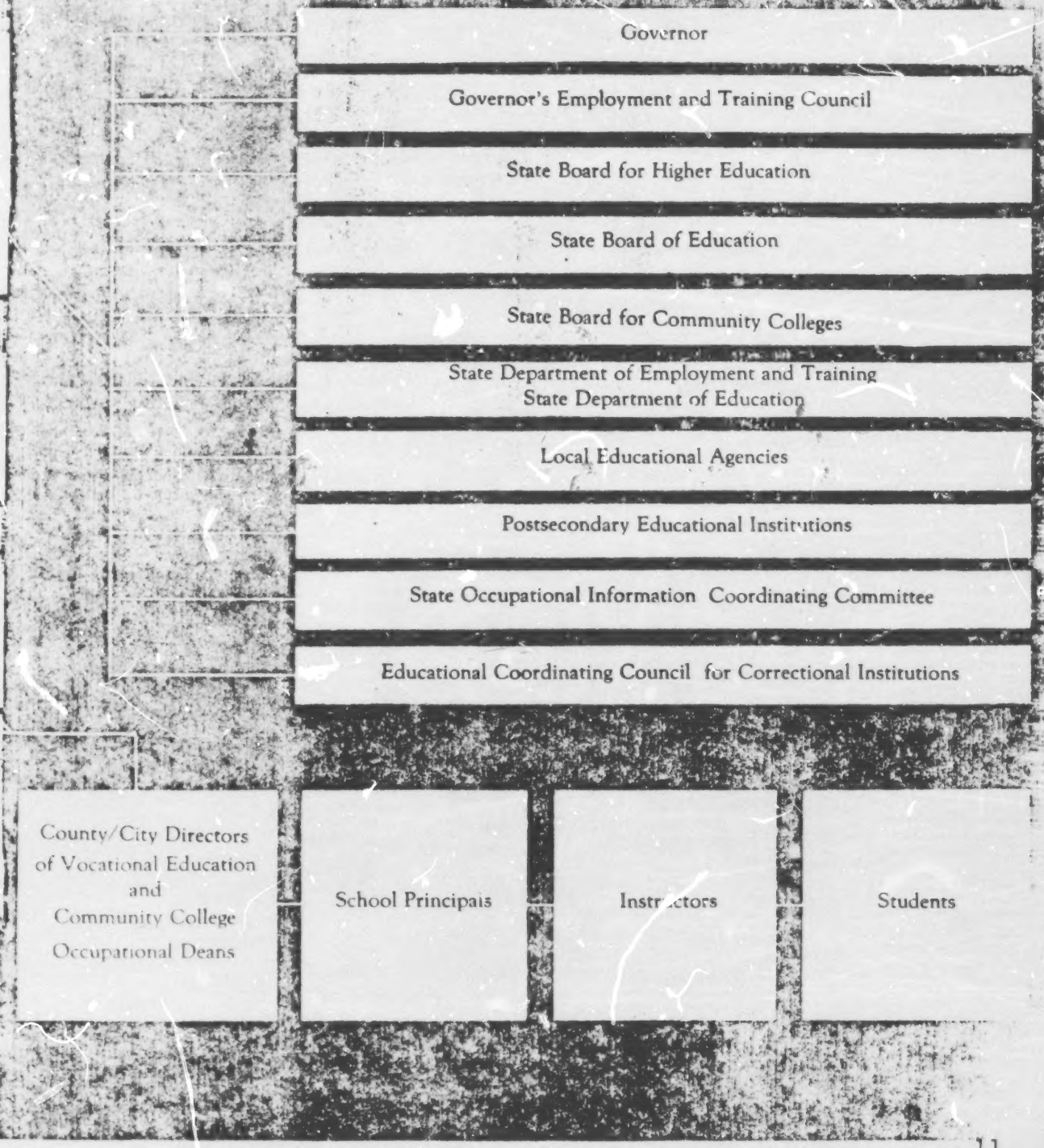
Title II — Vocational Education


Governor
Governor's Employment and Training Council
State Board for Higher Education
State Board of Education
State Board for Community Colleges
State Department of Employment and Training
State Department of Education
Local Educational Agencies
Postsecondary Educational Institutions
State Occupational Information Coordinating Committee
Educational Coordinating Council for Correctional Institutions
County/City Directors of Vocational Education and Community College Occupational Deans
School Principals
Instructors
Students

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Possible Council Activities continued

E. PUBLIC RELATIONS

1. Assist in obtaining speakers to address trade and civic groups concerning industrial education and training programs in the school.
2. Provide news stories concerning school programs to magazines published for specific industry groups.
3. Provide news stories concerning the school program to local news media.
4. Attend meetings in support of vocational and technical education which may be called by local and state school officials, boards and legislative groups.
5. Participate in radio and television programs designed to "sell" vocational and technical education to the public.
6. Advise employees and their families concerning school programs by posting information on bulletin boards and putting news stories in company bulletins.
7. Hold an annual public meeting to give the public an opportunity to express views concerning the local vocational-technical education programs.

F. SUGGESTED PROGRAM TOPICS AND ACTIVITIES

1. Implementation of Council Responsibilities:
   - Program Evaluation
   - Allocation and distribution of Federal, State and local funds
   - Participation in the development of vocational-technical plans
   - Analyzing job needs and the relevancy of courses offered
   - Sex discrimination in vocational education programs
   - Annual Report to local boards of education and/or Board of Trustees
2. Council Relationship with Private Industry Councils, established under the Job Training Partnership Act.
3. Programs for Disadvantaged and Handicapped.
4. Dinner meeting with vocational-technical instructors.
5. Meeting with school principals.
6. Meet with program or "Craft" committees.
7. Vocational guidance and student placement and follow-up.
8. Assist in Vocational Education Week activities.
9. Meet with the county elected officials.

G. REPORTS

Prepare and submit to the appointing local board of education or postsecondary educational institution and the State Advisory Council an annual evaluation report which evaluates the effectiveness of vocational-technical education programs, services and facilities and summarizes activities of the local advisory council.

H. SPECIAL REPORTS AND RESOLUTIONS

Prepare and submit to the appointing local board of education or postsecondary educational institution and the State Advisory Council any special reports or resolutions concerning vocational-technical education programs, services and facilities which the local advisory council considers to warrant the special attention of the appointing authority or State Advisory Council.

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Cooperative Agreement

Subject: Relationship between State Advisory Council on Vocational-Technical Education and the Division of Vocational-Technical Education, Maryland State Department of Education, pertaining to technical assistance to Local Advisory Councils and Committees.

This is a cooperative agreement between the Maryland State Advisory Council on Vocational-Technical Education and the Division of Vocational-Technical Education, Maryland State Department of Education, relating to providing assistance to local advisory councils and committees as referenced in Public Law 94-482, Section 105.

It is agreed between the two agencies named above that requests for technical assistance in the establishment and operation of local advisory councils as called for in the Federal Law (P.L. 94-482) shall be managed in the following manner:

- Local supervisors of vocational education, deans of occupational education, superintendents of school districts, and presidents of community colleges shall be advised of the joint agreement between the State Advisory Council on Vocational-Technical Education (SACVE) and the Division of Vocational-Technical Education (DVTE) in providing assistance to existing or planned local advisory councils for vocational-technical education in the twenty-four subdivisions of the State.
- When requests for technical assistance are made by a Local Educational Agency (LEA), Community College (CC) or Local Advisory Council (LAC), to either the SACVE or DVTE, the receiving agency will first contact the other agency to determine the best cooperative course of action to be taken.
- In cases where the request is clearly directed toward assistance for the establishment and operation of planned or existing LACs, including interpretation of guidelines which have been promulgated by the SACVE, it is agreed that the SACVE would be the most logical respondent. In cases where the request requires data, information or advice normally supplied by DVTE, it is agreed that DVTE is the most logical respondent. In every case, however, reciprocal contact will be made and an acceptable response strategy will be agreed to by DVTE AND SACVE.
- It is further understood that in most cases, regardless of which agency most logically can or should respond to a given request, the SACVE will deliver the requested information, technical assistance, data, etc. to the requesting body. In cases where the requesting body specifies a service of the DVTE exclusively, the procedure delineated above regarding contact with SACVE for notification and agreement to deliver the request shall still hold.

The purpose of this agreement is to avoid conflicts or duplication between SACVE and DVTE as they work together to strengthen, advise and support LACs in achieving the purpose and intent of the new law. Whenever and wherever possible assistance to LACs shall be provided as a cooperative, mutually supportive and complimentary team effort by representatives of the SACVE and appropriate staff specialists from the DVTE.

Each agency shall develop its own internal administrative procedures for carrying-out the intent of this agreement.

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Guidelines for the Use of State Vocational Education Funds (State Categorical Funds)

Introduction

Vocational programs cost more than non-vocational programs due to such factors as smaller classes, specialized equipment, supplies and specialized support services. State vocational funding is based on the principle of funding the added costs of these programs. State funds are intended for expanding existing programs, adding new programs and improving the quality of vocational-technical programs in the public secondary schools of Maryland. Designated vocational funding enables the state to move closer to the goal that all people will have ready access to vocational training which is of high quality, realistic in light of actual or anticipated opportunities for gainful employment and suited to individual needs, interests and ability to benefit from such training. State categorical funds may be used to support vocational-technical education programs and services in the areas of instructional costs, equipment costs, materials and supplies, technical upgrading of instructional staff, placement services and extended day programs.

Application Requirement.

Funds will be distributed to local education agencies by the State Department of Education based on an approved local application for programs and services. **Such applications will be developed by LEAs in consultation with local advisory councils on vocational-technical education and Job Training Partnership Act (JTPA) private industry councils.**

The submittal, upon approval by the Division of Vocational-Technical Education, authorizes the expenditure of state categorical funds

Once this plan has been approved, any deviations or redirection of funds must be authorized prior to local agency expenditure of funds. Funds have a one-year life only and may not be carried over to the succeeding year.

The application and any amendments must include:

a. Population to be served
b. Programs to be operated
c. Services to be provided
d. Resources to be utilized

Categories of Eligible Expenditures

(1) Instructional Salaries - Range of Expenditure 0-20%

Vocational programs require lower pupil/teacher ratios than general education. Lower ratios are necessary to provide for safety of students and instructors, and to facilitate individualized, activity-based programs. This category includes para-professionals, teacher aides and all other instructional staff. Up to 20 percent of the allocation may be used to enable school systems to reduce pupil/teacher ratios.

Expenditures are chargeable to added cost, provided the average vocational program's student/teacher ratio is lower than the system's grade 10-12 student/teacher ratio. For a full 20 percent charge a vocational program must have a class size at least 20 percent smaller than the average secondary class and within limits set by program standards and approved program contracts.

(2) Acquisition, Repair or Replacement of Major Equipment

Up-to-date equipment is an important component of quality vocational education programs. To meet job performance standards students should be trained with equipment and/or simulators comparable to that found in business and industrial firms. Funds may be used to acquire, repair or replace major equipment.

(3) Purchasing Additional Tools, Supplies, Instructional Materials and Minor Equipment.

High quality vocational programs are characterized by the development and demonstration of "hands-on" competencies. Not all vocational programs have been provided with an adequate supply of materials such as welding rods, stock steel and lumber. Quality programs also make extensive use of instructional materials such as slide-tape programs, filmstrips, competency sheets, procedural guides and occupational manual. Funds may be used to purchase additional tools, supplies, instructional materials and minor equipment.

(4) Technical Upgrading of Instructional Staff

The content of vocational education programs undergoes regular and rapid changes. Therefore, it is necessary for vocational teachers to engage in a continuing process of technical upgrading to maintain familiarity with their fields and to maintain currency with curricula changes. Funds may be used for technical upgrading of instructional staff. Costs are not allowable when the primary purpose is meeting certification or degree requirements.

(5) Increased Quantity and Quality of Placement Services

A school-based placement program, including exploratory activities and occupational information preceding skill development and job placement and follow-up activities after skill development, is an important component in a quality vocational program. Funds may be used to build systematic placement programs to help students reach their occupational goals and to follow up on the extent of their success and the satisfaction of their employers.

(6) Extended Day/Year Classes

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continued

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Existing vocational facilities and equipment can be used on an extended day/year basis to increase the number of persons who can benefit from vocational education programs. Expansion of programming results in increased cost-benefits from existing investments. Programs will be approved on the basis of employment demand and persons to be served, and receive 100 percent added cost funding.

Vocational Program Eligibility

Funds must be expended for those programs showing high employment demand (top 50 percent of programs by occupational demand in Table 1 of the approved local plan) or a program which shows high direct job-related placement of completing students (60 percent or more).

Programs utilizing funds must have enrollment equaling at least 50 percent of the approved capacity (see approved program contract).

Amending the State Categorical Funds Plan

If it becomes necessary for an agency to amend the plan, amendments must be submitted and approved by DVTE prior to obligating or expending funds for the amended activity.

It is necessary to submit an amendment only when additional schools, programs or new activities are being included which were not previously identified in the plan. Amendments to this plan must be submitted by the local education agency no later than the end of the third quarter (March 31).

Maintenance of Effort Requirement

Local agencies will submit a maintenance of effort assurance with their local plan. Evidence of maintenance of effort is monitored on the subsequent expenditure revenue report. Penalties will be invoked for non-compliance.

Funds shall not be used to supplant local contributions for vocational-technical programs. A COUNTY BOARD OF EDUCATION SHALL MAINTAIN ITS FISCAL EFFORT ON EITHER A PER STUDENT BASIS OR ON AN AGGREGATE BASIS FOR VOCATIONAL EDUCATION, COMPARED WITH THE AMOUNT EXPENDED IN THE PREVIOUS FISCAL YEAR, TO BE ELIGIBLE TO RECEIVE ITS VOCATIONAL-TECHNICAL SET-ASIDE FROM BASIC CURRENT EXPENSE AID.

Reporting Requirements

Recipients will provide the necessary accounting system to document actual expenditure of funds from all sources in each program using vocational funds.

Local agencies will submit an expenditure report which identifies the number of students served, the programs delivered, and the categories of disbursement in conjunction with the Annual Financial Report due on September 30 (within 90 days of the end of the fiscal year).

Subsequent allocations of state vocational funds are contingent upon submission of an expenditure report which correlates closely with the plan. Deviation will result in reduction of the subsequent year's allocation in proportion to the deviation.

Reporting Dates

July 1-State Categorical Plan for Approved Occupational Programs

January 15-Mid-Year Expenditure Report

March 31-Last Plan Amendment Date

September 30-Supplemental State Categorical Report for Approved Occupational Programs Equipment Inventory

Maryland Law on the Establishment of Local Advisory Councils

The following extract from Title 21 of the Education Article of the Annotated Code of Maryland provides for the establishment of Local Advisory Councils on Vocational-Technical Education:

§21-107. County advisory councils.

(a) *Established.* — There is a county advisory council on vocational-technical education in each county.

(b) *Size of council.* — (1) In a county that has an average daily public school attendance of less than 7,000, the council shall have at least 10 members.

(2) In a county that has an average daily public school attendance of at least 7,000, the council shall have at least 15 members.

(3) In addition to the membership provided in this subsection, educators and administrators in the field of education may serve, ex officio, as nonvoting members of the councils.

(c) *Appointment of council.* — (1) The county board of education shall appoint the council in any county that does not have an institution of postsecondary education that receives federal support for vocational-technical education programs.

(2) In any other county, the county school board and the governing bodies of the institutions of postsecondary education that receive federal support for a vocational-technical education program shall agree on the procedure for appointment of the council.

(d) *Qualifications of members.* — The members of the council shall be members of the general public especially representatives of:

(1) Business;
(2) Industry;
(3) Organized labor;
(4) Each sex;
(5) Racial and ethnic minorities; and
(6) The geographic regions of the county.

(e) *Duties of county advisory council.* — Each county advisory council shall advise the county board of education and each institution of postsecondary education in the county that receives federal support for a vocational-technical education program on:

(1) The distribution of vocational-technical education funds;

(2) County vocational-technical education program accountability reports;

(3) County job needs; and

(4) The adequacy of vocational-technical programs being offered.

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Maryland Organization for Implementation of the Job Training Partnership Act

The Comprehensive Employment and Training Act (CETA) was superseded by the Job Training Partnership Act (JTPA) on October 1, 1983. The purpose of the JTPA is to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment. JTPA programs and activities are supported by Federal funds which are allocated to the State on an annual basis.

Implementation of the JTPA starts at the State level where the Governor's Employment and Training Council shares decision-making authority for many state functions with the governor, in an advisory capacity. The council, appointed by the governor, must have a non-governmental chairperson and must draw one-third of its membership from business and industry (including business representatives from local councils); at least one-fifth from state legislatures and state agencies; and at least one-fifth from other relevant interests. The state council plans, coordinates, and monitors state employment and training programs and services. It may not operate programs or provide direct services.

Maryland is divided into the following 10 service delivery areas for the purpose of implementing the JTPA:

Maryland Service Delivery Areas (SDA's)

1. **Southern Maryland**
   (Calvert, Charles and St. Mary's Counties)
2. **Frederick County**
3. **Western Maryland**
   (Washington, Allegany and Garrett Counties)
4. **Upper Shore**
   (Caroline, Dorchester, Kent, Queen Anne's and Talbot Counties)
5. **Montgomery County**
6. **Lower Shore**
   (Somerset, Wicomico and Worcester Counties)
7. **Susquehanna Region**
   (Cecil and Harford Counties)
8. **Baltimore County**
9. **Baltimore Metropolitan**
   (Baltimore City, Anne Arundel, Carroll and Howard Counties)
10. **Prince George's County**

A private industry council (PIC) has been established for each service delivery area. It is the responsibility of the PIC to provide policy guidance for, and exercise oversight with respect to, activities under a job training plan for its service delivery area in partnership with the unit of general local government within its service delivery area.

6. LAC should advise the PIC on such matters as:
   (a) Current local job needs.
   (b) The relevance of programs (courses) and training being offered in meeting current job needs.
   (c) Availability and utilization of vocational education and manpower training facilities in local areas including:
      (1) Public secondary and postsecondary
      (2) Private postsecondary
      (3) Apprenticeship
      (4) Industrial Training
      (5) Training offered by the State and local governmental and private agencies.

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Suggested LAC Calendar of Activities

Approximate Date	Activity	Notes on Activity Required at Local Level
September	Initial meeting of new school year. Determine organization and functions to be carried out during year.	Elect officers and determine assignments and Committee structure. (If not accomplished at earlier meeting) Send updated list of members and officers to State Advisory Council. Determine meeting locations and schedule. Determine which activities from pages 9 and 12 of LAC Handbook will be scheduled during year. Plan school visitations by members.
September (continuation of activity started in June)	LAC input to Local Annual Vocational Education Plan for next fiscal year.	Meet with local Department of Education representatives. Present LAC suggestions and views on: • local manpower needs • relevancy of courses and programs offered • planning • allocation of funds • program evaluation • other activities to be conducted
October	LAC meet with local education agency/community college (LEA/CC) to assist in development of plans for program evaluation.	Establish date of meeting. Determine who will be involved. Determine in what capacity LAC members will be involved; i.e., as members of on-state teams or as monitors.
November	State Advisory Council Public Meeting	Designate LAC representative to present LAC views and concerns at the public meeting.

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MARYLAND STATE ADVISORY COUNCIL ON VOCATIONAL-TECHNICAL EDUCATION

Suggested LAC Calendar of Activities (Continued)

Approximate Date	Activity	Notes on Activity Required at Local Level
January February	LAC input to local budget	Support funding requirements needed to implement local plans for vocational-technical education.
January April	LAC act on State legislation	Determine legislation to be supported by LAC. Develop schedule for LAC views, concerns and positions to be presented at General Assembly Committee hearings and by contact with local senators and delegates.
February	Vocational Education Week	Determine how LAC will support local activities. Designate members to be involved.
February June	LAC monitor or participate as team member at LEA, CC/ and DVTE on-site program evaluations.	Determine dates and locations. Decide which LAC members will be involved.
March	Community College Week	Meet with the Community College Board of Trustees Determine how LAC can support local activities. Designate LAC members to be involved.
March 31	State Advisory Council (SACVE) submit Annual Report to U.S. Department of Education via State Board of Education.	Obtain copy of current report. Familiarize members with State Advisory Council recommendations.

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Suggested LAC Calendar of Activities (Continued)

Approximate Date	Activity	Notes on Activity Required at Local Level
April	LAC plan for Statewide LAC Conference	Determine who will attend. Submit proposed agenda topics and suggestions for Conference to State Advisory Council for consideration.
April May	State Board of Education Hearings on next year's Annual Program Plan and previous years Accountability Report.	Obtain copy of hearing schedule. Review applicable Plan and Report. Designate representative to present LAC views at appropriate hearing.
As Scheduled	LAC participate in review of Private Industry Council Job Training Plan.	Find out when plan will be available for review. Determine who from LAC will be involved.
April May	LAC review local voc-ed budgets and testify before local government bodies.	Lobby for funds needed to implement local plans for vocational-technical education.
May	Statewide Annual LAC Conference	Send appropriate number of representatives to LAC Conference.
July 1	State Board submit new Annual Program Plan and Accountability Report for previous year to U.S. Department of Education for approval.	Obtain copy of Plan Review portions applicable to local area.

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